

# STUDENTS' MOTIVATION IN USING SCHOOLGY IN PRONUNCIATION CLASS

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## Abstract

Technology takes an important role in almost all aspects of human beings' lives, including in English language learning. Numerous studies have suggested the use of technology in language learning has positive effects on students' motivation and behavior in learning. The use of online media in language learning such as Schoology is proven more efficient to gain students' motivation. However, there are some factors that can reduce the students' motivation in using Schoology. This study attempted to find the students' motivation in using Schoology in Pronunciation classes. The study took place in English Language Education Program in Satya Wacana Christian University. There were thirty-nine participants who participated in this study. The data were collected by using motivational questionnaire measuring 4 major types of human motivation (intrinsic motivation, identified regulation, external regulation, and amotivation) which was adapted from "The Situational Motivation Scale (SIMS)" by Guay, vallerand, and Blanchard (2000). The data collected from the questionnaire were computed and analyzed in terms of means and standard deviation, and the results were grouped and categorized according to the 4 categories of Deci and Ryan's (1985) self-determination theory. The data analysis suggested that the students' motivation on the use of Schoology in Pronunciation class shows moderately high degree of motivational level in intrinsic motivation, identified regulation, and external regulation, while the result indicates moderately low degree of amotivation.

**Key Words:** Motivation, Self-determination theory, LMS, Schoology, technology in language learning, pronunciation